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ABSTRACT

This handbook helps young people help each other prevent crime in their communities. The handbook organizes and prepares peer educators to effectively reach their peers about crime prevention. Sections of the booklet include: (1) "How and Why to Use This Handbook"; (2) "What You and Your Friends Can Do To Prevent Crime"; (3) "Where to Start"; (4) "A Timetable for Preparing"; (5) "Tips to Help You Teach Your Peers about Crime Prevention"; and (6) "Resources You Can Use." (EH)

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ED 423 165

Reach and Teach Your Peers!

A Handbook To Help Teen Peer Educators
Prevent Crime and Improve the Community

SO 028 512

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Teens, Crime, and the Community

A joint venture of the National Crime Prevention Council and
the National Institute for Citizen Education in the Law

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The Handbook was published under the auspices of the Teens, Crime, and the Community (TCC) program. TCC combines education and action to help teens understand how crime affects them, their family, friends, and community, and to do something about it. It couples interactive teaching methods that appeal to all learning styles with an opportunity for students to tackle — to actually reduce or eliminate — a specific crime problem in their school or community. TCC is operated by the National Crime Prevention Council and the National Institute for Citizen Education in the Law.

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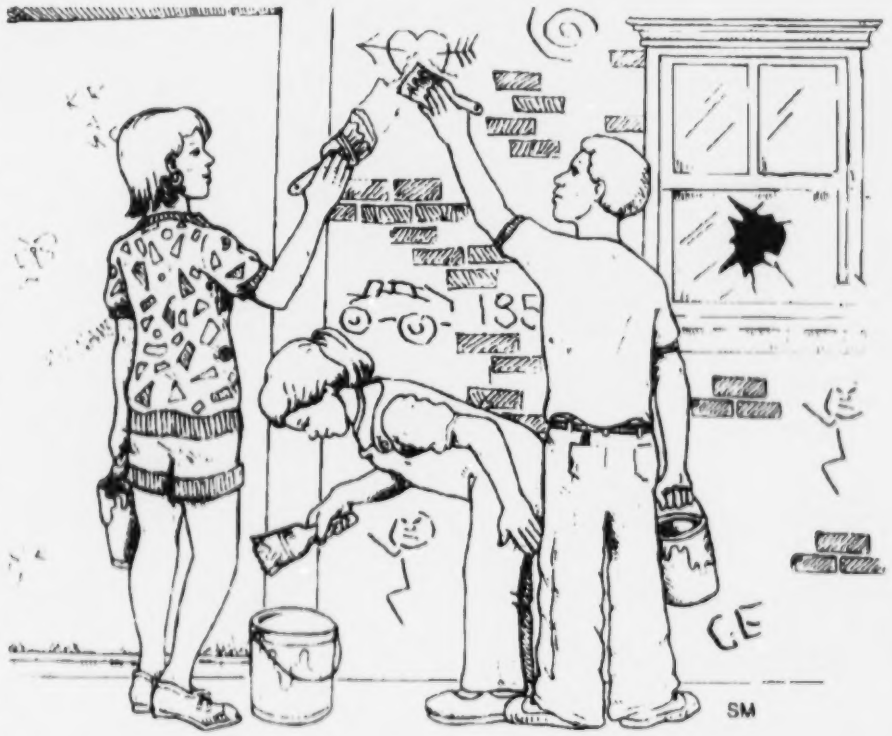
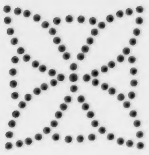
Welcome!

The goal of this handbook is to help you teach other young people about preventing crime. If you do your job as a peer educator well, you can help make your community a safer and better place to live.

This handbook will not solve all of your problems or answer all of your questions. It will help you organize and prepare so that you can reach your peers more effectively about crime prevention. Remember that practice really does make perfect. The more you use your skills, the more successful you will be.





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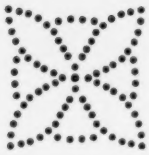


Section One

How and Why To Use This Handbook

Congratulations! You've joined thousands of other young people across the country in taking on a great responsibility. You are going to teach your peers how to avoid becoming victims of crime and how to work together to make their school or neighborhood a safer place.

With this handbook, you can help people your age understand how to protect themselves from crime at their homes and at friends' homes, in neighborhood parks, recreation centers, or schools, or in any other places they hang out.

Why is your work important? It's sad but true: Teens are more likely than adults to be victims of crime. Here are four facts to give you a clearer picture:

- Teens are twice as likely as adults to be the victims of violent crimes such as rape, assault, and robbery.
- Teens are more likely than adults to be victimized by someone they know.
- One in five young people fears going to school because of the threat of crime.
- Seven out of ten crimes committed against teens happen at school, on the street, or at a park or playground.

Despite these disturbing facts, there is good news: You can take action to prevent crime! Often, all it takes is a minute and a little common sense. Here are a few examples of easy, sensible things you can do to avoid being a crime victim:

- Travel in a group or with a friend when going out in the evening, whether shopping, going to the movies, or traveling to unfamiliar places.
- Be aware of your surroundings at all times. Alert an adult or the police immediately if you see suspicious activity in your neighborhood.
- Lock your bike with a hardened U-shape lock to make it harder to remove.
- Carry your purse or wallet close to your body and never place or leave it on store counters.

- Engrave an adult family member's state and driver's license number on all of your valuable property (such as a bike, boombox, or Walkman) to make it easier to recover if stolen.

Reading about how crime prevention works is easy. The challenge is to educate your peers about how they can put good crime prevention habits into action. This means that you must be more than friendly — you must be a concerned, caring, effective teacher. If you do that job well, you can make an incredible difference. Who knows? Maybe something you teach someone will end up saving a life!

It's a Job You Can Do — and Do Well!

Have you ever sat with a group of friends listening to an adult talk about an important issue and realized that many young people were not paying attention or just "didn't get it"? You may have thought that you could explain the same information in a way that would stir their interest and help them understand. That is what peer-to-peer education is all about.

By reading this book and practicing what you learn, you will be able to:

- Describe different ways people can learn and use information;
- Use different approaches to teach crime prevention information to your peers;
- Design and teach a 30-minute crime prevention session;
- Strengthen your presentation and delivery of information to your peers;
- Identify ways to deal with hard-to-reach peers who aren't really excited about learning how they can prevent crime; and
- Identify places in your community where you and your peers can go to learn more about and keep up to date on crime prevention.

Are you ready for the challenge? Great — let's get started!

Section Two

What You and Your Friends Can Do

Across the United States, young people are teaching their peers ways to stay safe and prevent crime. This section describes some exciting, creative crime prevention projects run by young people just like you. It also gives some tips on how you can create your very own crime prevention effort. Look at what young people are doing in several places around the country.

In Chicago, Illinois, youth ages 16 to 21 created and carried out a crime and drug prevention program in the Firman Community Services Center. They created an informative resource packet that was distributed to young people throughout the neighborhood, performed role plays and crime and drug prevention skits to increase awareness among their peers, and sponsored youth forums.

In New York City, Youth Force has proved that young people are indeed a force to prevent crime. This youth-run program teaches young people how to mobilize to improve their communities. The organization provides training and technical assistance in youth organizing, peer counseling, street outreach, youth culture and identity, leadership and coalition building. These young people have played an instrumental role in bringing a youth agenda to the attention of New York City elected officials.

In Forth Worth, Texas, a group of youth from the Boys & Girls Club launched "Youth Enjoying a Safe Summer," which featured positive alternatives, such as basketball tournaments, game room activities, and dancing. Because few good options are open to youth in the evenings, the events took place on Friday nights (the night of the highest incidence of gang activity and vandalism). Youth planned activities, prepared refreshments, acted as hosts, and arranged for guest speakers and security.

In Elyria, Ohio, a group of 20 Hispanic teens created and produced a video addressing the problem of domestic violence as seen from a young person's point of view. Almost all the youth involved had been victims of family violence. Project participants met each day after school to plan and complete

the video. They agreed on the topic, wrote the script, designed the props, and acted out the roles. Now the group shares and discusses the video with other youth groups and classes.

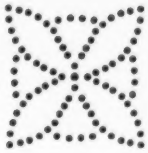
Other young people have proved that peer-to-peer education is a real solution to preventing crime in their communities and schools. Here are some ways you can help educate other youth about crime:

Using or adapting the Teens, Crime, and the Community curriculum, you can conduct an end-of-the-year or end-of-the-summer conference, bringing together youth teams made up of young people from your school district or neighborhood to teach a crime prevention topic to other students.

Like peer educators in many places throughout the country, you can develop public service advertisements designed to teach kids your age about crime prevention. Many PSAs designed by young people have been featured on radio and TV stations, in newspapers, and on neighborhood billboards.

You and your friends (with some assistance from adults) can conduct a youth summit specifically designed for young people to teach their peers about crime prevention or to allow them to discuss crime problems and solutions. Everyone learns: The adults learn from the young people, and the young people not only learn to prevent crime but give the adults a clearer understanding of their concerns and needs.

Games and enjoyable activities are a good way to teach peers about crime. For example, at many Boys & Girls Clubs and other youth centers, peer educators have created games that give youth a chance to learn, compete, and show off what they know about crime prevention.



Section Three

Where to Start

How well your presentation goes over with your peers depends on how well you plan and prepare. You need to decide up front what result you want your presentation to have (for example, to teach your audience crime prevention skills that could save their lives or to persuade them that selling drugs isn't cool or an easy way out), how you want to teach your session, what you want your peers to learn, and what will make you feel you've succeeded.

If you have been asked to do a crime prevention presentation in your neighborhood or at school or as part of a preplanned event, some of these questions might be answered for you. For example, maybe the director of your neighborhood recreation center has asked you to talk about personal safety for half an hour during a special crime prevention conference. Then answering many of the planning questions may be a breeze.

Always keep in mind the "5 Ws and H" — Who, What, When, Where, Why, and How — as you plan your presentation.

WHO

- has asked you to do the presentation (community group, educator)?
- is your audience (age, interests)?
- will be presenting with you (other peers, teacher, adult)?

WHAT

- is your topic for discussion?
- types of activities will you include in your presentation?
- materials or visual aids will you need in your presentation (posters, overhead projector, flip chart)?

WHERE

- will you deliver your presentation (inside or outside, at a school, in a club or a recreation center)?
- will you set up (on a stage, on the floor)?
- do you need to report when you arrive?

WHEN

- will you give your presentation (during an assembly, at the beginning or end of a program)?
- will you set up for your presentation?
- will your audience arrive?

WHY

- are you giving your presentation (to get your peers to do something, to start a project, to mark a special awareness day/week, to supplement a school program)?
- have you been chosen to speak? (It's probably because you're great at it!)
- does your audience want to know about crime prevention issues?

HOW

- much time do you have to deliver your presentation?
- can the people who invited you to speak help you with your presentation?
- are you going to handle the unexpected (nervousness, cold feet, power failure)?

There are many kinds of information you can use to expand your knowledge of a particular subject or issue. Some include: reports from local service agencies or community groups; newspaper articles, especially those by local weekly news magazines (usually only in larger cities) or in national publications; police records or reports on crime in the area; interviews with key leaders — business, government, school, community, etc.; collections in local libraries; and reports from national organizations. (See the resource list in the back of this handbook for some possible sources of information.)

In deciding what you want your audience to learn from your presentation, choose one or two of the following six things that you want your presentation to achieve:

To Persuade: The purpose of a persuasive presentation is to motivate action or to change attitudes or beliefs. For example, a group of peers might think drugs are cool or that it's okay to steal bikes. You want to convince them that they should think differently. Draw attention to the problem with facts, examples, or comparisons. Present a better idea clearly and point out its advantages.

To Inform: The purpose of an informative presentation is to provide accurate information that will convey knowledge — i.e., instruct or educate. This can be done in either of two ways. One is by informing your peers about reports, data, or other information you've read, learned, or prepared on crime prevention and how it works. Another is by using examples to show how people your age are victimized by crime and how young people in neighborhoods across the country are working together to prevent crime.

To Create a Solution: This type of presentation helps your peers recognize a problem, think of ideas for dealing with it, and arrive at an agreement to deal with a problem. Using this format, you want to draw on your audience's knowledge to help them recognize the problem (for instance, "Has anyone here had something stolen?"), to be prepared with one or more solutions (but better still to get your audience to name several), and to agree on the need to act. This requires that members of your audience agree on the nature of the problem and the need for action.

To Teach a Skill: This approach focuses on "how to do," rather than "what to do." Your peers will be happy to learn ways to get something done exceptionally well or to do new things. One key is to be sure you can explain the skill to others. A second is to be sure you stick to the basics until you are sure everyone knows them. A third key to success is to get your peers to practice the skill with you.

To Create a Plan: This kind of presentation usually looks toward a goal that the group establishes and develops a series of steps to reach that goal. This action plan or game plan helps focus energy and intentions so that the goal can be reached. A good plan, whether written or not, has clear aims (broken down into manageable steps), uses your group's resources well, and gives everyone a chance to participate. Making a good game plan makes you a winner!

To Celebrate: It's important to help people appreciate what has been accomplished. You may want to celebrate volunteers' service, reaching a goal, a year of working together — or any of a number of other occasions. Public thanks and celebration remind everyone of the group's power and success, honor those who contributed, and encourage everyone to do even more.

What Else Will You Need To Get Started?

Confidence in your ability and knowledge about your subject are your most important resources. Go into your presentation knowing that you will do a great job — after all, who is better able to teach your friends and peers about how they can remain safe and prevent crime in their neighborhood than someone who knows and understands firsthand how they feel — you!

You may want to ask a more experienced speaker to give you tips on overcoming public speaking nerves, helping you develop your lesson plan, or filling out your presentation planner, which is described in the next section.

The best presentations are based on clear goals, reliable information, simple communication (two or three ideas rather than twelve or thirteen), and the needs and interests of the audience. Never assume anything. Do your research beforehand. Talk with experts such as crime prevention officers. Talk to your peers about what interests them. And remember — practice makes perfect!

Section Four

A Timetable for Preparing Your Presentation

Carefully thinking through and writing down a time line covering what you must do (and in what time frame) to prepare your presentation is a major factor in success. This process helps sort out what you do and don't need to do for a particular presentation and makes sure you allow the necessary time to get things done. Here are a few tips on what your time line should include:

At least two weeks before your presentation, you should gather and record all the pertinent information:

What will be the subject of your presentation?
What do you want to do in your presentation — persuade, inform, teach a skill, etc.?
When will you be presenting — the day and time of your presentation?
Where will you be presenting — the address, directions based on where you will be coming from, directions to the room or site?
Who will be your audience?
At what type of event will you be presenting?
How many people will be attending?
What type of equipment will you be able to access — copier, overhead projector, flipchart and stand, blackboard, etc.?
What handout materials will you use? List everything you are going to need.

At least one week before your presentation, you should develop a lesson plan that should include the following:

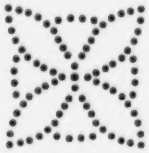
Researched information relevant to your topic;
Supporting documents, articles and reports;
An outline of the three main things you want to teach in your presentation; and
A strong written argument supporting your presentation topic.

At least three days before your presentation, you should:

Confirm date, time, and location of the event.
Get a clear idea of how many people plan to attend your presentation.
Make sure you have the supplies and other items you need.
Read over materials you are teaching.
Complete and review a "presentation planner" like the one in this book.

On the day of your presentation, you should:

Re-check to make sure you have everything you need before you start.
Arrive 45 minutes to an hour early to set up.
Continue to review and use a "presentation planner."
Organize your materials so you can find them easily.
Make sure room is set up properly.



Section Five

Tips for Teaching Your Peers

What is a teacher? A teacher is a person who passes along skills or knowledge in ways that the learner can process, understand, and use.

If you want to make sure that your presentation is really super, you should be sure to:

Know your audience.
Know your subject.
Use your presentation planner.
Teach in a place that is comfortable, where people can easily pay attention and learn.
Make sure your presentation involves participation from your audience.
Make them think.
Show how your subject is important and applies to real life. Help your audience develop problem-solving skills.

There are no magic short cuts to becoming a good peer educator. It takes practice and hard work. There are some things that you can do to make your job easier. Make only two or three main points in a 20- to 30-minute presentation. It's better to have a few well-supported, well-presented points than a flood of information that drowns the audience. Some other things to remember:

Keep it simple.
Don't use big words or complicated facts.
Give examples. Facts alone can be boring.
Stick to the facts. Avoid relying on personal opinions.

Help Your Peers Learn by Doing!

Any group of people can only sit still for so long. Using breaks, changing the way you teach, and keeping your lessons short will help keep the audience's attention. Remember that there are many ways you can teach the same information. The most important thing is that your students remember and use the information and skills you have taught them. One of the best ways to get your audience to learn what you are teaching is to give them an opportunity to learn by doing.

This chart explains why learning by doing is such a good way to teach. People remember:

10% of what they read	**50% of what they hear and see**
20% of what they hear	**70% of what they say and write**
30% of what they see	**90% of what they say and do**

Here are some activities that can help your audience learn by doing:

Small group discussions
Debates
Making up raps and songs
Teaching each other or younger people
Gathering and researching information
Holding competitions and shows
Planning and performing skits
Creating crime prevention education materials
Role playing different ways to handle situations

The Moment You've Been Waiting For!

At first, speaking in public is hard for many people. But the more you do it, the more comfortable you will become. There are some things that you can do even at the start that will make it much easier to deliver your presentation:

• **Use the Presentation Planner.** Copy the one in this book so you'll always have a blank one. Fill out the entire sheet carefully. It pays to make a very detailed plan of everything you are going to cover. If you can, show it to an experienced public speaker for advice.

• **Arrive prepared.** Arrive for your presentation early; dress neatly in clothes that are comfortable but suitable to the situation. Be ready to give your presentation. All of your notes should be organized. Remember, people will take you seriously if you act as though you believe your presentation is important.

• **Start with a good opening.** Remember that the first two minutes of any presentation are the most important. It is usually during this time that the audience decides whether they want to hear what you have to say. Be energetic. Tell your audience what they will get out of your presentation. This information should already be listed in the "Objectives" section of your Presentation Planner.

• **Start with your body in a relaxed position.** This helps make you look confident and comfortable.

• **Maintain good eye contact with your audience.** You view them as a group but they see themselves as individuals. Look directly at faces and scan the room to look at different individuals.

• **Pay attention to your audience.** Keep track of how your audience is enjoying your presentation. If they are asleep or look like they may be soon, then it is probably time for a change of pace — a group activity or a break.

• **Speak slowly and clearly.** Pay attention to the speed at which you are speaking. Sometimes when we get nervous, we just want the presentation to end so we begin talking "a million words a minute." Ask a friend or someone in the room to let you know if you begin to talk fast. If you realize you are doing it, don't panic. Just slow down!

• **Don't be afraid to smile.** A smile can warm up the audience or let your friends know that you are talking to them and not at them.

• **Be flexible.** The unexpected happens at inconvenient times. By being prepared and relaxed, you can deal with it. The most frequent surprise is that you have less or more time than you expected. If this happens, look at your lesson plan and make some changes. Don't try to cram too much into a short period, or your audience will remember nothing at all!

• **Be committed and sincere.** Speak convincingly and sincerely. Don't be afraid to pause. Every time you open your mouth, look and sound as if you really care.

• **Have fun!** During your presentation, you are in the spotlight! Enjoy it. Always remember that you are offering information that can help. Although teaching your peers can be tough at times, you are making a difference, and that is really important.

• **Use energizers.** The audience is already half-asleep when you arrive: it may be time for an energizer. If your organization, club, or school has a special song or cheer, this may be the perfect time to do it.

If you can't think of any special or meaningful song for the particular group, try the song "My Bonnie." Divide the room into two groups. Each time a word that begins with the letter "B" occurs in the song, one group stands up while the other group remains seated. The next time they hear a word that begins with the letter "B" the group standing sits and the other group stands. This is repeated each time a "B" is heard in the song. This is a great source of exercise and will surely get the group laughing. In case you don't know the song, here is the first verse and chorus:

"My Bonnie"
My Bonnie lies over the ocean,
My Bonnie lies over the sea,
My Bonnie lies over the ocean,
Oh, where can my poor Bonnie be?

Bring back, bring back,
Oh, bring back my Bonnie to me, to me
Bring back, bring back
Oh, bring back my Bonnie to me!

Section Six

Resources for Your Crime Prevention Presentations

There are people right in your community who can serve as excellent crime prevention resources for you. Some of the people and places you might look to for help:

The crime prevention or D.A.R.E. officer at your police or sheriff's department
The state's juvenile justice agency
The state crime prevention program or association
An emergency room doctor
A drug counselor
A youth worker
A school counselor
A librarian
A lawyer or judge

Once you figure out what your presentation is going to be about, you can begin to identify resources. Chances are that if the person you need isn't on the list above, someone on the list can help you find him or her. Don't be afraid to ask. Most of these people will be flattered that you want to learn from them.

The following list includes agencies that provide some free information about crime prevention and related issues. You may want to call these agencies or write them to request more information to help plan your presentation. When writing or calling it is very important that you tell the agency exactly what type of information you need.

Boys & Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
404-815-5700

Helps young people gain skills and a sense of belonging through its 1,725 local clubs. Conducts special programs including Gang Prevention Targeted Outreach, SMART Moves anti-drug program, and age-bracketed special interest groups. Offers a variety of resource materials.

National Clearinghouse for Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20847
1-800-729-6686

The clearinghouse provides over 2,000 separate drug prevention materials free of charge. By calling this number, you can request a free catalog. Once you receive the catalog, you can pick materials that are best designed for your audience. A number of their publications are designed for young people.

National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006
202-466-6272

Best known for McGruff the Crime Dog, the National Crime Prevention Council has many resources available including information on the Teens, Crime, and the Community program and on many specific crime prevention topics, as well as on crime prevention projects ideas for young people. You can call or write for information on a variety of crime prevention-related topics. Many of the materials are designed for young people.

National Institute for Citizen Education in the Law
711 G Street, SE
Washington, DC 20003
202-546-6644

Can provide basic information about the Teens, Crime, and the Community program and the Street Law curriculum.

Office of Juvenile Justice and Delinquency Prevention
Office of Justice Programs
U.S. Department of Justice
633 Indiana Avenue, NW
Washington, DC 20531
Juvenile Justice Clearinghouse - 800-638-8736

Central federal agency for juvenile justice and delinquency prevention matters. It conducts research, funds demonstration programs, provides training and technical assistance, administers a state formula grant program, and disseminates information and publications. The Juvenile Justice Clearinghouse can provide updated information on activities and programs, as well as reports on crime and delinquency prevention programs.

Youth Crime Watch of America
Dadeland Towers North, Suite 320
9200 South Dadeland Boulevard
Miami, FL 96284
305-670-2409

Motivates students to create crime- and drug-free schools through involvement of the entire school in emphasizing positive peer pressure to change attitudes, promote values, and motivate students to take responsible action through an array of youth-led activities. Provides workshops, materials, and on-site training for schools and communities seeking to initiate Youth Crime Watch programs.

GLOSSARY

AUDIENCE: A group of people gathered to hear and see a performance, speaker, or presentation; can be for entertainment, education or information.

AUDIOVISUALS: Materials that use both sight and sound to present information.

ENERGIZER: An activity that you can do with a group to get them up and out of their seats and give them an opportunity to stretch and get excited.

FLIP CHART: A chart consisting of sheets of paper (usually newsprint) that can be flipped over to present information in the order that it is presented.

OVERHEAD PROJECTOR: A machine used to project a visual image drawn on transparent film onto a screen (often white) or other light-colored surface.

PEER: A person who has equal standing with another in age, rank, or class.

PRESENTATION: Organized information given before a group of people or individual to educate, entertain, introduce, or inform.

PUBLIC SPEAKING: The art or process of making speeches before an audience.

VISUAL AID: Material (usually graphics, pictures, charts) used to teach by showing or enhance education by visual means.

PRESENTATION PLANNER
YOUR PREPARATION

Time and Date: _____
Location: _____

Goal: What's the most important thing you want to accomplish?

_____
_____
_____

Objectives: What specific things do you want your students to be able to do after they hear your presentation?

_____
_____
_____

Visual Aids/Materials: Do you have all of your visual aids and materials ready for your presentation (e.g., enough copies, paper materials bound and in order, equipment tested and working properly, etc.)? List items below and inspect carefully.

_____
_____
_____

Handouts/Materials: What type(s) of material will you provide?

_____
_____
_____

Will the audience need any additional or special materials?

_____
_____

YOUR PRESENTATION DELIVERY

This section is designed to help you deliver your presentation effectively. Use it to work through the key points your audience needs to hear. Spend as much time as you need to review this section before beginning your presentation.

Introduction: Introduce yourself to your audience and share your goals and objectives with them. Also explain to them what they can expect to gain and learn from your presentation. The main issues or lessons you wish to teach are:

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Point 1: This should be when you make your first point clear to your audience. In your presentation, you may only have time to cover two or three major points. In the space provided below, write down facts and/or questions you wish to use to reinforce your first point. (For example, one reason that shoplifting should be stopped is because we all pay for it through price increases.)

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Point 2: State your second point along with any facts or questions you want to use to further validate that point. (For example, shoplifting can cause stores to close or move from the neighborhood.)

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Point 3: (Optional) Continue using facts and questions to substantiate your information. Remember to provide a good mix of facts and questions to keep the audience focused and involved.

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Point 4: (Optional) Mention any benefits to the audience, stated in their terms.

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Conclusion: This is the end of your presentation. A good way to begin your conclusion is to answer any questions the students have. Once questions are answered, summarize your key points and remind students of any new skills or fact they have learned. Always thank your audience for their attention and participation.

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